DOCUMENT RESUME

ED 256 686 SO 016 430

AUTHOR Rathenow, Hanns-Fred; Smoker, Paul
TITLE Peace Education in Great Britain: Some Results of a Survey. Workshop Report No. 1.
INSTITUTION Lancaster Univ. (England). Richardson Inst. for Conflict and Peace Research.
PUB DATE Nov 83
NOTE 30p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitude Measures; Comparative Education; Courses; Educational Research; Elementary Secondary Education; Foreign Countries; *Peace; Political Attitudes; *School Districts; Social Science Research; Social Studies; Surveys
IDENTIFIERS *Great Britain

ABSTRACT

To determine the extent to which peace studies are available and the attitudes of school officials toward peace education in Great Britain, an 8-part survey was administered to 125 Local Education Authorities (LEAs) in England, Scotland, Wales, and Northern Ireland. The extent to which peace studies were implemented and accepted by LEAs is illustrated by a breakdown of scoring on individual questions. Of the 69 respondents, the majority (53.6 percent) supported the idea of peace studies. With regard to the political composition of the councils, however, there were some differences between Labor and Conservative councils and between Councils in "nuclear free" and "non-nuclear-free" zones. More than half of the nuclear-free councils (68.4 percent) and 35 percent of the non-nuclear-free councils supported peace studies. Moreover, 41.1 percent of the conservative councils and 55.6 percent of the labor councils were supportive of peace studies. Despite these differences, there appeared to be some consensus on the central topics to be considered in peace studies. When asked to rank order 17 topics, participants in the survey gave "violence and war" as well as "the nuclear arms race" highest priority, whereas "structural values" and "the distribution of social commodities" received lowest priority. The particular examples described in the final part of the report illustrate some of the approaches that have been developed for teaching peace studies topics in the schools. (LH)

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PEACE EDUCATION IN GREAT BRITAIN

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Some Results of a Survey

HANNS-FRED RATHENOW
PAUL SMOKER

WORKSHOP REPORT NO. 1
RICHARDSON INSTITUTE FOR
CONFLICT and PEACE RESEARCH

November 1983

PRICE £1.00

SP 016 430

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Some Results of a Survey

HANNS-FRED RATHENOW
PAUL SMOKER

We would like to thank the West Midlands County Council for their help in making possible the publication of this Report

Published by The Richardson Institute for Conflict and Peace Research — The University of Lancaster.

Printed by Mayoh Press Ltd., Preston Street, Carnforth, Lancs.

Contents

	Page
Preface	3
1. Introduction	4
2. The Questionnaire	6
3. Preliminary Results	9
4. Main Results	14
-Topics included in Peace Studies	14
-Nuclear Free Zones and Non Nuclear Free Zones	17
-Political Composition	19
5. Peace Education in Britain: Some Examples	22
6. Summary	25
7. Notes	25
8. Notes on Contributors	28

PREFACE

Peace Studies

". . . There is nothing wrong with putting into perspective for children the realities of the world in which we live today.

But peace, like democracy, is a word whose meaning has become so corrupted in the mouths of Left-wingers that it is often merely shorthand for a blind unilateralism coupled with the sort of nonsense trotted out by Mr. Scargill in Moscow at the weekend.

Peace studies taught by people whose views of the world and history -like Mr. Livingstone's distorting - mirror image of Ireland's past - are far removed from any mainstream interpretation, would be a cancer in the minds of our children, however carefully the syllabus was drawn.

The benefits are dubious; the dangers great. Parents would do well not to rely upon the vigilance of councillors to ensure their children are being taught in the way they would wish." (From the Editorial of the LANCASHIRE EVENING POST, August, 31st, 1983).

Peace Education in Great Britain;

Some Results of a Survey

1. Introduction

Many professional people, including teachers and politicians, are convinced that the school as an agency of socialisation has as one of its tasks that of broadening our understanding of peace. It can be argued that this task is one of the most important problems facing Humanity. In an age of possible nuclear disaster peace education therefore has become the synonym for a movement to strengthen the awareness of pupils and students

> "about the existence of conflict between people, and within and between nations. It investigates the causes of conflict and violence embedded within the perceptions, values and attitudes of individuals, as well as within the social, political and economic structures of society, and encourages the search for alternatives, including non-violent solutions, and the development of skills necessary for their implementation" (1).

Disarmament Education as a very important part of peace education received full attention at a special Disarmament Session of the United Nations in June 1978. That meeting expressed the view that . . ." Governments and governmental organisations and non-governmental organisations are urged to take steps to develop programmes of education for disarmament and peace studies at all levels" (2).

Similarly the Final Document of the UNESCO World Congress on Disarmament Education in Paris, 9-13 June 1980, gives more than a mere definition of disarmament since it describes the aspirations of many people.

> "For the purposes of disarmament education, disarmament may be understood as any form of action aimed at limiting, controlling or reducing arms, including unilateral disarmament initiatives, and, ultimately, general and complete disarmament under effective international control. It may also be understood as a process aimed at transforming the current system of armed nation states into a new world order of planned unarmed peace in which war is no longer an instrument of national policy and peoples determine their own future and live in security based on justice and solidarity" (3).

However, disarmament education has not yet become a major part of political education either in Great Britain or in schools of other West European countries, whereas peace education in its broader sense has some early traditions, especially in the Scandinavian states, the Netherlands and the Federal Republic of Germany. In Britain peace education is associated with particular undoubtedly successful developments such as the Atlantic College Peace Studies Project, the Jordanhill Project on International Understanding, the Quakers' Peace Education Project, and the Avon Peace Education Project.

Local Education Authorities in the U.K. have the right to define curriculum guidelines for almost all subjects independently although only a few have developed such guidelines for peace education, whereas all the equivalent authorities in West Germany (Kultusminister der Laender) have been following their own curricula on peace education as part of Social Studies for many years.

On the academic level the Bradford School of Peace Studies (University of Bradford) is running full undergraduate and higher degree courses; the Richardson Institute for Conflict and Peace Research at Lancaster University has a limited undergraduate programme together with postgraduate research; the World Studies Teacher Training Centre at the University of York offers Peace education as part of World Studies; and the Centre for Peace Studies at S. Martin's College, Lancaster, organizes the World Studies Project 8-13, runs in-service courses, and publishes materials on peace education (4).

Because there is, as far as we know, no general summary of how far peace education is spread out in Great Britain, we felt it would be useful to ask all 125 Local Education Authorities of England, Wales, Scotland, and Northern Ireland how this matter is seen by officials. Furthermore we were interested in a number of related questions including differences in attitudes towards peace education associated with the party political composition of the authorities, differences between the policy of "nuclear free zones" (5) and non nuclear free zones towards peace education; differences between authorities involved in the Schools Council's World Studies 8-13 Project as compared to those who are not (6) and differences associated with those 18 LEAS who participated in a one day seminar on peace education held in Sheffield on June 17th, 1983 (7), as against those who did not.

2. The Questionnaire

At the end of May 1983 we circulated 125 authorities and a reminder letter followed in July for those who did not answer.

There were 8 sections in our questionnaire. The first asked which of 17 topics should be included in peace studies. These topics were:-

International understanding
International integration and conflict
Structural violence
Discrimination against minorities
Violence and war
Inequality
Environmental damage
Defence policy
Non violent action
Group dynamics
The distribution of social commodities
Personal freedom
Aggressive tendencies in human nature
The nuclear arms race
Group conflicts
Cultural integration
Disarmament

Respondents could also specify other topics they felt were a part of peace studies. Next we asked whether the Education authority thought there should be peace studies in schools or not and if the Authority would favour peace studies in its schools if it were provided with financial resources. To find out the actual situation in schools within the LEA, we asked whether they have peace studies in schools and whether material for peace studies is provided by the LEA.

Furthermore, we were interested in developments towards peace education and asked if there is a working party on peace studies and if recommendations had been worked out. Finally we asked if the Education Authority would require any advice or assistance with peace education materials. By the end of September ninety three authorities had sent back either a completed questionnaire or a letter. Sixty nine authorities answered the questionnaire (or sent a sufficiently detailed letter for us to code. In addition 16 LEAs replied with what we called a negative letter. For example: "With reference to your letter of 8th July, we did not reply to your previous letter of 27th May as we did not then feel able to complete the questionnaire. I am afraid that is still the situation." (Hertfordshire LEA). North Yorkshire LEA stated " . . this Authority, like others, receives a very large number of requests from all sorts of bodies to fill in questionnaires, and I am afraid, we have to be selective in our response, in view of the very considerable work which is often entailed. . . ", and this was a stance taken by some other LEAs.

We did not code letters such as that written by Surrey which states "... that the Authority has no policy on the matter of Peace Studies, and in view of the shortage of resources and of conflicting demands for curriculum time, it is unlikely that the Authority will be developing such a policy in the near future ..." as being for or against peace studies. The political composition of those counties which answered with "negative letters" was 13 Conservative, 1 Labour, and 2 others, Guernsey and the Isle of Man.

Eight "neutral" letters presented a more general point of view which did not let us know whether the LEA definitely favours peace education or not. "We are currently", says the Education Department of Cumbria County Council, "engaged in a thorough curriculum review and you may be assured that the qualities and topics which you list in your questionnaire are receiving our careful attention in the course of this review. We hope to maintain and develop a curriculum for the schools in Cumbria which will help young people (in the words of the School Curriculum - DES 1981) to develop respect for religious and moral values, the tolerance of other races, beliefs and other ways of life and to help them to understand the world in which they live, and the interdependence of individuals, groups and nations". Other authorities argued for "having a well balanced interest" (Hounslow) or expecting elements of peace education "to be included as a matter of course in the Humanities and Religious and Moral Education Programmes of Secondary schools" (Shropshire).

Table 1 summarizes the response to the questionnaire. Clearly Labour councils were more likely to answer the questionnaire than Conservative or other councils, and very few (14.6%) failed to respond in any way. In contrast 19 of the 52 Conservative councils (36.5%) failed to reply either to the initial letter and questionnaire or to the subsequent reminder. A quarter of the Conservative councils replied with a negative letter, as compared to just one Labour negative letter. The "other" councils, that is Independent councils, and authorities with no clear majority, did not have quite as good a response rate as the Labour authorities but 64% of them did answer the questionnaire and less than one quarter failed to reply in any way (8).

Table 1: Summary of response to questionnaire

	Labour	Conservative	Other	Total
Answered questionnaire	75% (36)	32.7% (17)	64% (16)	69
Neutral Letter	8.3% (4)	5.8% (3)	4% (1)	8
Negative Letter	2.1% (1)	25% (13)	8% (2)	16
No reply	14.6% (7)	36.5% (19)	24% (6)	32
Total	100% (48)	100% (52)	100% (25)	125

3. Preliminary Results

Before looking in detail at the results of the questionnaire it is of interest to consider the overall results for each question. This is done below:

Table 2: Rank Order of topics included in Peace Studies

1. Violence and war
   The nuclear arms race
2. International understanding
   International integration and conflict
   Aggressive tendencies in human nature
3. Disarmament
   Discrimination against minorities
   Group conflicts
4. Non violent action
5. Inequality
6. Defence policy
7. Personal freedom
   Group dynamics
8. Environmental damage
   Cultural integration
9. The distribution of social commodities
   Structural violence

Taken as a whole, our sample saw the nuclear arms race and violence and war as central topics for peace studies, while international understanding, international integration and conflict, and aggressive tendencies in human nature were also highly ranked as relevant areas. Interestingly disarmament ranked third on the list of choices with group conflicts and discrimination against minorities.

Table 3: Does your Education Authority think there should be Peace Studies in schools?

Yes	Yes, but not as a formal subject	No	No clear answer
31.9% (22)	21.7% (15)	36.2% (25)	10.8% (7)

Table 3 shows that a majority of our respondents felt there should be peace studies in schools with nearly a third (31.9%) answering yes and just over a fifth (21.7%) answering yes, but not as a formal subject. Slightly more than one third (36.2%) felt there should not be peace studies in schools

Table 4: Would your Education Authority favour Peace Studies in its schools if it were provided with financial resources?

Yes	Yes, but not as a formal subject	No	No clear answer
40.6% (28)	2.9% (2)	31.9% (22)	24.6% (17)

Table 4 shows that while more of our respondents would favour peace studies as such in schools if provided with financial resources, nearly a quarter (24.6%) were not able to give any clear answer to this question. It is possible that many who feel that peace studies is already being covered in their schools under other headings are less than happy with the idea of funds earmarked for such teaching under the heading "peace studies".

Table 5: Does your Education Authority have Peace Studies in its schools?

Yes	Yes, but not as a formal subject	No	No clear answer
23.2% (16)	40.8% (28)	27.5% (19)	8.7% (6)

While table 3 suggests that more than half of our respondents (53.6%) were in favour of peace studies, or the topics comprising peace studies, being taught in their schools, table 5 shows that nearly two thirds (64%) said their authority did have peace studies in its schools either as peace studies (23.2%), or under other headings (40.8%). It

seems, by comparing tables 3 and 5, that some of our respondents who said there should be peace studies in schools were working for authorities who as yet included such topics under other headings, and similarly some who felt there should not be peace studies accepted, or at least reported, that such studies were going on under other headings.

Table 6: Does your Education Authority have any of its own Peace Studies materials?

Yes	No	No clear answer
8.7% (6)	85.5% (59)	5.8% (4)

Table 6 illustrates the extent to which, for the most part, Education Authorities have not as yet produced their own peace studies materials.

Table 7: Does your Education Authority have a working party on the development of a curriculum for Peace Studies?

Yes	No	No, but will be set up	no clear answer
21.7% (15)	73.9% (51)	2.9% (2)	1.5% (1)

It is of some interest that less than one quarter of our respondents (24.6%) had established, or were to establish, working parties on the development of a curriculum for peace studies. The disparity between this figure and the level of support demonstrated for peace studies in table 3 is of some interest. Less than half the authorities expressing support for the idea that there should be peace studies in schools had, at the time of the survey, established working parties.

Table 8: Have any recommendations been worked out for Peace Studies in your schools?

Yes	No	As part of other subjects	Not yet	No clear answer
8.7%(6)	66.7% (46)	5.8% (4)	14.5% (10)	4.3% (3)

Table 8 suggests that the topic of peace studies is still under discussion by a number of authorities and that recommendations have, as yet, only been worked out by a small percentage of our respondents (8.7%).

Table 9: Does your Education Authority require any advice or assistance with Peace Education materials?

Yes	No	No clear answer
44.9% (31)	39.1% (27)	15.9% (11)

Table 9 demonstrates that a significant number of the authorities in our sample (44.9%) would welcome advice or assistance with peace education materials, although nearly as many (39.1%) do not require such assistance.

Excluding Northern Ireland we have 48 Labour controlled and 52 Conservative controlled councils in 125 authorities. In fact the percentage breakdown by party is 7.2% not classifiable due to nature of local political system (i.e. Guernsey, Northern Ireland, Isle of Man), 38.4% Labour, 41.6% Conservative, 8% Independent, and 4.8% with no clear majority for any party.

In the sample of 69 we had 2.9% not classifiable, 52.2% Labour, 24.8% Conservative, 10.1% Independent, and 10.1% with no clear majority. Thus we have a significantly higher number of Labour returns than we would have expected by chance in our 69, a significantly lower number of Conservative returns, with all other categories higher than we would expect by chance.

Table 10: Answers to questionnaire and political compostion of councils

	Not class.	Labour	Cons.	Indep.	No Maj.
125	7.2%	38.4%	41.6%	8.0%	4.8%
69	2.9%	52.2%	24.6%	10.1%	10.1%

Thirty-six of the 69 questionnaire replies were Labour. Thus 36 of the 48 Labour councils (75%) completed the questionnaire, whereas only 32.7% of the Conservative controlled councils replied. On average Labour controlled councils were more than twice as likely to reply as Conservative councils.

Furthermore we considered whether there is a tendency for nuclear free councils to answer the questionnaire more than non nuclear free councils. In the sample of 125 there are 49 (39.2%) nuclear free zone councils and 76 (60.8%) non nuclear free councils. Forty-three

(87.8%) of the nuclear free councils replied either by questionnaire or with a letter, and only six (Waltham Forest, Knowsley, Haringey, Coventry, Dyfed, and Strathclyde) had not answered in any way by the 23rd September. (Knowsley replied on the 29th September after we had completed our analysis). Seventy-six councils are "not nuclear free", 50 (65.8%) of them answered the questionnaire or sent a letter.

In our sample of 69, 38 (55.1%) answers came from nuclear free zone councils whereas 31 (44.9%) came from non "nuclear free zone" councils. Therefore in the sample of 69 not only are the Labour controlled councils overrepresented, but also "nuclear free" councils.

Table 11: Percentages of 125 councils who answered by letter or questionnaire

125	NFZ	non NFZ
Answered	87.8% (43)	65.8% (50)
Did not answer	12.2% (6)	34.2% (26)

Table 12 Distribution of "Nuclear free" and "Non nuclear free" councils in total population of 125 and in sample of 69 who returned questionnaire

	NFZ	non NFZ
125	39.2% (49)	60.8% (76)
69	55.1% (38)	44.9% (31)

From the preliminary results it seems that "nuclear free zone" and Labour controlled councils are approaching the goals of the UNESCO Declaration on Disarmament Education to a greater extent than others. Subsequently our analysis shows the situation to be slightly less simple. Certain authorities appear to be more committed to peace education than others, these include Avon, Nottinghamshire, Newcastle upon Tyne, and Derbyshire. The last section of this report describes the particular contribution of these four authorities. This is not to minimize the contribution of other authorities such as Sheffield, Manchester or others, but to point out the particular contribution of these councils. Each of them has developed a different approach to peace education, thus illustrating the variety that is possible within the educational system.

4. Main Results

Topics Included in Peace Studies

Table 13: Rank Order of topics included in Peace Studies against Labour or Conservative

Rank	Labour	Conservative
1.	The nuclear arms race	Group conflicts Violence and War
2.	Violence and War International understanding International integration and conflict	Aggressive tendencies in human nature The nuclear arms race Disarmament
3.	Discrimination against minorities Inequality Non violent action Aggressive tendencies in human nature	Discrimination against minorities Inequality Group dynamics International integration and conflict International understanding
4.	Disarmament Group conflict	Defence policy Personal freedom Cultural integration Non violent action The distribution of social commodities
5.	Environmental damage Group dynamics Defence policy Personal freedom	Environmental damage
6.	Cultural integration	Structural violence
7.	Structural violence	
8.	The distribution of social commodities	

In our first question we wanted to know which topics should be included in peace studies. "Violence and war" as well as "the nuclear arms race" were at the top of the ranking, whereas "structural violence" and "the distribution of social commodities" are to be seen at the bottom. With regard to the political composition of the Councils there are some differences and some similarities. Whereas LEA officers from Labour controlled counties put "the nuclear arms race" on top of the ranking, those from Conservative controlled counties hold "violence and war" and "group conflicts" as the most important topics in peace studies. The second position in the Labour sample is shared by "international understanding", "international integration and conflict", and "violence and war", whereas officers from Conservative controlled councils put "aggressive tendencies in human nature", "the nuclear arms race" and "disarmament" in the second position. In the third position both groups have "discrimination against minorities" and "inequality". Two of the least important topics for both groups were "environmental damage" and "structural violence" which is the bottom of the whole sample. This is quite surprising since "structural violence" has become one of the central topics for academic conflict research (9). Galtung defines "negative peace" as the absence of direct physical violence, and "positive peace" as the absence of indirect or structural violence. For example death by starvation, he argues is today avoidable by redistributing global food supplies. Such deaths are attributed to structural violence. Since peace studies should not be concerned solely with "negative peace" structural violence, it can be argued, should be a central component in any peace education curriculum.

Table 14: Rank Order of topics included in Peace Studies against nuclear free and non-nuclear free councils

Rank	Non nuclear free councils	Nuclear free councils
1.	Violence and war Group conflicts	The nuclear arms race International integration and conflict
2.	The nuclear arms race Disarmament Agressive tendencies in human nature	International understanding Violence and war

3.	International understanding Discrimination against minorities	Discrimination Against minorities Aggressive tendencies in human nature Non violent action
4.	Inequality International integration and conflict Non violent action Defence policy	Inequality Disarmament
5.	Personal freedom	Group conflicts Group dynamics Defence policy Environmental damage
6.	Cultural integration	Cultural integration Personal freedom
7.	Group dynamics Distribution of social commodities	Structural violence
8.	Structural violence	Distribution of social commodities

To a large extent the non nuclear free rankings corresponded to those of the Conservative authorities while the nuclear free zone rankings are similar to those of the Labour authorities. While 79% of the nuclear free zones in our sample are Labour and less than 3% are Conservative, 52% of the non nuclear free zones are Conservative and nearly 20% are Labour. The correspondence between the Conservative and the non nuclear free sample is therefore of some interest. There are, however, some differences.

If we undertake a similar breakdown for the World Studies Project authorities and for those authorities represented at the Sheffield seminar one noticable difference concerns the position of structural violence in the ranking. For both samples, structural violence ranks higher than for the other samples we have considered, and perhaps this is in part due to their particular composition. Authorities involved in the World Studies Project are likely to have more experience in the topics comprising peace education than authorities who have not such experience. Similarly the LEAs who sent individuals to the Sheffield seminar had for the most part more experience of peace studies than most of our other respondents. As teachers develop expertise in peace studies we would anticipate a similar shift in the relative priority of structural violence.

Table 15: Rank Order of topics included in Peace Studies against World Studies Project councils and LEAs represented at Sheffield seminar

Rank	World Studies Project Councils	LEAs represented at Sheffield seminar
1.	The nuclear arms race International integration and conflict	The nuclear arms race International integration and conflict Discrimination against minorities Inequality
2.	Disarmament Group conflicts International understanding Discrimination against minorities Inequality Non violent action	Disarmament Group conflicts Violence and war Defence policy Aggressive tendencies in human nature Non violent action
3.	Structural violence Environmental damage Aggressive tendencies in human nature	Structural violence International understanding Group dynamics
4.	Group dynamics	Environmental damage Personal freedom
5.	The distribution of social commodities Cultural integration Personal freedom	The distribution of social commodities Cultural integration

Nuclear Free Zones and Non Nuclear Free Zones

The sample of 69 included 38 Nuclear Free Councils and 31 Local Authorities who have not declared themselves "nuclear free". Thus the sample, relative to the whole population of 125 Local Authorities is overrepresented in terms of nuclear free zones. In fact 55% of the sample are nuclear free councils. There are as expected, significant differences between nuclear free and non nuclear free councils in terms of official attitudes towards peace education.

Table 16: In favour of Peace Studies in schools?

	Yes	No	No clear answer
NFZ	68.4% (26)	21.0% (8)	10.6% (4)
Non NFZ	35.4% (11)	54.9% (17)	9.7% (3)

More than half of the non nuclear free councils (54.9%) did not think there should be peace studies in schools, while the figure for nuclear free councils was just over one fifth (21%) opposed to peace studies in schools. The nuclear free councils for the most part favoured peace studies in schools with 44.7% supporting the idea directly and a further 23.7% wanting the topics covered by peace studies to be included under other headings such as General Studies. Thus more than two thirds (68.4%) of the nuclear free councils supported peace studies in schools as compared to just over one third (35.4%) of the non nuclear free authorities. The level of direct support among non nuclear free councils in fact was just over 16%, most such authorities who did support the idea opting for including the topics covered by peace studies under other headings (19.3%).

Table 17: Peace Studies in schools

	Yes	No	Not as a formal subject	No clear answer
NFZ	28.9% (11)	26.3% (10)	42.1% (16)	2.6% (1)
Non NFZ	16.1% (5)	29.1% (9)	38.7% (12)	16.2% (5)

Despite the reservations clearly present in the non nuclear free authorities included in our survey, 16.1% of them knew of peace studies in their schools while a further 38.7% reported peace studies topics being covered by other subjects. Most of the nuclear free councils (71%) reported peace studies of some sort in their schools, 28.9% reporting peace studies and 42.1% peace studies topics not on a formal basis but as part of some other curriculum. But relatively few authorities have as yet developed their own peace studies materials, the replies to the survey indicating just six out of the 69 who completed the questionnaire. These six include four nuclear free councils, Manchester (Labour), Rochdale (Conservative), Newcastle-upon-Tyne (Labour), and Nottinghamshire (Labour), and two non nuclear free

councils, Hampshire (Conservative) through a World Development Education Centre, and Highlands (Independent). Other authorities such as Conservative nuclear free Bradford who are to publish a booklet on peace studies curricula, and Labour nuclear free Avon who are currently developing peace studies materials, should however be taken into account.

A good indicator of commitment to peace studies is the establishment of a working party for the development of a curriculum for peace studies, and here the distinction between nuclear free and non nuclear free authorities is very marked.

Table 18: Working party on Peace Studies

	Yes	No	Will be set up	No clear answer
NFZ	34.2% (13)	57.9% (22)	5.3% (2)	2.6% (1)
Non NFZ	6.4% (2)	93.5% (29)	---	---

The overwhelming majority of non nuclear free councils (93.5%) in our sample do not have such a working party and do not intend, at the moment, to set one up. While 57.9% of the nuclear free councils take a similar postion, 34.2% have already established working parties and 5.3% intend to set one up shortly. In half of the nuclear free authorities no recommendations have been worked out for peace studies in schools, while in non nuclear free zones this is the case in 87% of the replies. Clearly recommendations concerning peace studies are for the most part still being worked out since even in the nuclear free authorities only 13.2% of our sample replied that they had such recommendations, while another 21% had not yet worked out recommendations.

The nuclear free authorities in our sample clearly display a greater sympathy for the idea of peace studies than do the non nuclear free councils. It is of interest to see to what extent this is also reflected in the political composition of the various councils.

Political Composition

More than half of the Conservative councils (52.9%) did not think there should be peace studies in schools compared to just over one third (36.1%) of Labour councils. There is clearly, in our sample, greater resistance to the idea of peace studies among Conservative authorities. This is further illustrated by considering direct support for peace studies, Labour (38.9%) as compared to Conservative (5.9%).

Conservative authorities in our sample do not in general support the idea of peace studies in schools, although more than one third of Conservative councils (35.2%) as compared to 16.6% of Labour councils support teaching the topics covered by peace studies not on a formal basis but under other subjects.

Table 19: Support for Peace Studies by Political composition of council

	Yes	No	No clear answer
Labour	55.6% (20)	36.1% (13)	8.3% (3)
Conservative	41.1% (7)	52.9% (9)	6.0% (1)
Others	62.5% (10)	18.8% (3)	18.8% (3)

It is interesting to note that for those councils who are not controlled by the Conservative or Labour parties, we have a higher level of support for peace studies in schools.

The questionnaire asked if the Education Authority would support peace studies in its schools if it were provided with financial resources and under these circumstances 11.8% of Conservative councils said they would as compared to 44.4% of Labour councils. In actual fact 11.8% of the Conservative councils and 30.6% of Labour councils reported having peace studies in their schools, while 47.1% of Conservative and 33.3% of Labour councils reported including peace studies topics under other subjects in their schools. Thus if direct and indirect peace studies are lumped together, 63.9% of Labour authorities and 58.8% of Conservative authorities reported including peace studies in their curriculum. This finding is of some interest since it suggests that peace studies in some form is part of the curriculum in the majority of schools. For those councils who are not controlled by either Labour or Conservative, 25% report peace studies in schools, a figure between the Labour and Conservative returns, while half of these other councils report peace studies topics under other subjects. These two figures combine to give 75% of such authorities including peace studies in some way in their schools.

Table 20: Peace Studies in schools by political composition

	Yes	No	Not on a formal basis	No clear answer
Labour	30.6% (11)	30.6% (11)	33.3% (12)	5.5% (2)
Con	11.8% (2)	23.5% (4)	47.1% (3)	17.7% (3)
Others	25.0% (4)	18.8% (3)	50.0% (8)	6.2% (1)

When the findings concerning a working party on the development of a curriculum for peace studies is considered none of the Conservative councils in our sample had established or were to establish such a party while 27.8% of the Labour councils had done so with a further 5.6% proposing to set one up. This demonstrates a major difference between Conservative and Labour councils.

Table 21: Working party on Peace Studies by political composition

	Yes	No	Will be set up	No clear answer
Labour	33.4% (12)	61.2% (22)	5.6% (2)	0%
Con.	0%	100% (17)	0%	0%
Others	18.8% (3)	75% (12)	0%	6.2% (1)

5. Peace Education in Britain: Some Examples

Avon LEA not only supports the Avon Peace Education Project, financed with £30,000 for three years by the Rowntree Charitable Trust, but also has recently submitted guidelines on Peace Education in its schools, developed by a working party. The Avon Humanities Adviser is one of Britain's best known school geography book authors. The influence of this project is perhaps out of proportion to the materials being published, as illustrated by the fact that the project was attacked in Parliament. Michael Colvin, MP for Bristol North-West, asked the Prime Minister in the House of Commons on January 15th, 1983, if she was "aware of the danger of the so-called 'Peace Studies' becoming a vehicle for CND indoctrination of our school children" (10). Mr. Colvin is of the opinion that Peace Studies "are part of the CND Campaign to make a major effort to fill the minds of our school children with propaganda" (11). Even in West Germany the majority of states (Bundeslaender), most of whom are Conservative controlled, have peace studies in various forms either as part of their curricula for social studies or as items across the curriculum. Meanwhile the British Atlantic Committee, a pro NATO organisation, has published on September 13th, 1983, a 12-page document, entitled "Peace and Conflict Studies: a Syllabus in Peace Studies". Although Colin Gordon, a member of the BAC and the Director of the International Studies Unit of the University of Salford, stated, he was "extremely impressed with the way in which teachers of peace studies take care to be as unbiased as possible" and found "they are, in fact, presenting a good balance of views" (12) when he commented on a three-month survey commissioned by the British Atlantic Committee, Mr. Harry Greenway MP, Chairman of the BAC education committee "gave a warning of subversion by teachers who feed pupils only their own point of view about the nuclear debate" (13). The syllabus is based on two core courses in "Deterrence and Defence" and "Disarmament and Arms Control" and is particularly suggested for sixth-formers. Optional courses are offered on areas of conflict such as the Cold War, international economic conflict, conflict within the community, at work and at school. A teachers' manual states that the existence of nuclear weapons "appear to keep contemporary wars limited" (14) a statement many academic conflict researchers would not agree with. This manual is the heart of the syllabus, whereas only two and a half pages could be seen as the proper syllabus. Thus Mr. Greenway "agreed that the document could be interpreted as being one-sided" (15). With regard to teaching methods it refers only to recommendations contained in "The report on Peace Education prepared for the Nottinghamshire Education Committee" known as one of the earliest curriculum guidelines for peace education in Britain.

In 1981 Nottingham County Council passed a resolution based on "the initiative taken by UNESCO to promote the growth and development of Peace Education in schools and colleges in the County" and set up a working party. One year later this working party submitted its 17-page "Report to the Education Committee of the Working Party on the Development of a Curriculum for Peace Education", marked as one of the "most comprehensive and perspective analyses of the problem" (16) by the above mentioned BAC member and specialist in West European defence, Colin Gordon.

Using easily understood language the Nottinghamshire document sustains the reader's interest. Based on works of the leading Norwegian peace researcher Johan Galtung (17) the working party suggests:

(a) "peace should not merely be an absence of warfare. Peace is a concern shared by all humanity. 'Peacetime' may in fact conceal great injustices or what is sometimes referred to as 'latent' or 'structural' violence, unless these are remedied, society can not be potentially peaceful.

(b) A state of peace is something needed to be maintained. . . . This has been described not as 'negative' peace (i.e. merely the absence of war and violence) but 'positive' peace which promotes justice, liberty, equality and co-operation at all levels."

Peace education therefore is not only concentrated on specific subjects such as the analysis of modern weaponry, but it is considered "as a 'dimension in the whole curriculum faced with an acknowledgment that whatever we teach, we are constantly faced with the issues of peace and conflict in everyday life and the wide world' " (18).

It stresses that education for peace has to start from problems of everyday life in school and thus influence the climate of a school as well as the methods of teaching. "To foster the ability to strive for peace in relationships between individuals, groups and nations, to establish a sense of responsibility for one's decision and actions . . . to understand the nature and sources of conflict . . ., to examine methods of resolving conflict . . . , to develop an understanding of justice and welfare within and between individuals and societies . . . and to encourage attitudes which will develop respect and a sense of personal responsibility for individual freedom and human rights, cultural diversity, the environment, and co-operation both within the classroom and outside" (19), are some of the major curriculum aims. Thus teaching methods are determined by the aims developed. They should be co-operative, participatory and less didactic. "The lessons should be developed around activities and strategies which will encourage learning by the pupil and

not based on the idea to give the solution" (20). To some extent the Nottingham report seems to be also a document for progressive education in a broad sense by practising political learning in schools, schools themselves being small communities within a larger society. It is a challenge to those who are maintaining discipline in schools mainly by punishment rather than encouraging their students to solve conflicts within schools by fostering properly developed and more democratic methods.

Derbyshire LEA has undertaken another way. It has published guidelines devoted to "Personal and Social Development of Pupils in Secondary Schools" which has 3 parts: (1) Political Education, (2) Pastoral Care and Guidance, and (3) Careers Education. In this document Peace Studies has a "considerable overlap with the aims of political education". Skills should be fostered that might enable the pupil "to understand such concepts as interdependence, justice, welfare and the nature of power, . . . to develop attitudes and values related to survival and growth, to experience a sense of responsibility and readiness to participate in the creation of a more peaceful society". Like Nottinghamshire LEA the Derbyshire guidelines lay stress on the "working of the participatory process in decision-making rather than on the ideas and facts of the issues themselves . . . This will be encouraged by group participation and debate, and killed by a didactic teaching style" (21).

Newcastle upon Tyne approached this issue in a quite different way. In October 1981 the Education Committee, following a City Council debate on nuclear weapons, established a working group which should provide teachers with materials on the nuclear issue. In autumn 1983 it published a teaching guide for Newcastle schools on "the Nuclear Issue in Education" which deals in its part one with "the Bomb". Eight modules on different aspects of nuclear issues are devoted to questions and problems like "The First Bombs are dropped", "Nuclear Weapons and the Arms Race", "Deterrence and Disarmament", "What Price Nuclear Weapons?", "Could we Survive a Nuclear War?" and "The Search for Peace". The Newcastle paper is more detailed than the Nottingham and Derbyshire documents, it provides some facts, teaching approaches, a wide range of resources which taken together seem to be a considerable help for teachers in the classroom. The Newcastle Schools Council Information Centre also has published a catalogue on "Materials for Peace Education" (22) which contains materials from Schools Council Projects and from other sources suitable for peace education. Furthermore it contains materials which are suitable for teaching about the nuclear issue in education, and a list of audio-visual resources and one of useful organisations, most of them provided with a comment.

6. Summary

This report has considered the results of a survey of Local Education Authorities in the United Kingdom. The results of this survey are in many ways partial and incomplete but, among those authorities who did respond to the questionnaire it is of some interest to note that there is majority support for the idea of peace studies in schools. While there are differences of interpretation between labour and conservative councils, and between "nuclear free" and "non nuclear free" councils, there does appear to be some consensus on the central topics to be considered by peace studies.

It is also clear from the survey that certain authorities have come to the fore in developing peace education in schools, and here the contribution of the "nuclear free" councils in general must be noted. It is almost inevitable that the development of a new topic or subject area will require exceptional effort by some authorities.

The particular examples described in the final part of this report illustrate some of the approaches that have, to date, been developed for teaching peace studies topics in schools. There is clearly great scope for individual education authorities to include such topics in ways appropriate to their own particular perspectives.

7. Notes

(1) Stefanie Duczek has developed this widely accepted definition of peace education together with Colin Reid and Juergen Wehmeier while involved in the two year Peace Studies project at the United World College of the Atlantic, St. Donat's Castle, Llantwit Major, South Glamorgan, CF6 9WF.

(2) Final Document of the 10th Special Session of the General Assembly on Disarmament, Resolution S-10/2, 30th June, 1978, paragraph 106.

(3) Final Document of the UNESCO World Congress on Disarmament Education in Paris, 9th - 13th June 1980, SS-80/Conf. 401/37, paragraph 1/2.

(4) These institutions can be contacted at: SCHOOL OF PEACE STUDIES, University of Bradford, Bradford. BD7 1 DP; RICHARDSON INSTITUTE FOR CONFLICT AND PEACE RESEARCH, University of Lancaster, Lancaster LA1 4YF; WORLD STUDIES TEACHER TRAINING CENTRE, University of York, York YO1 5DD; CENTRE FOR PEACE STUDIES, S. Martin's College, Lancaster LA1 3JD. Each of these groups publishes relevant materials.

(5) As of the 9th March, 1982, 132 local authorities supported the Manchester resolution on "nuclear free zones". This resolution "calls upon Her Majesty's Government to refrain from the manufacture or positioning of any nuclear weapons of any kind within the boundaries of our city."

In addition it states that supporting authorities "believe that it is not in the interests of our people to be either the initiators or the magnet of a nuclear holocaust and firmly believe that such unequivocal statements would clearly indicate the overwhelming desires of the people we represent and could lay the ground-work for the creation and development of a nuclear-free zone in Europe". From agenda paper 2, Nuclear Free Zones Conference -16th April, 1982, Council Chamber, Manchester Town Hall.

(6) The World Studies Project 8 - 13 is a Schools Council's Project supported by the Joseph Rowntree Trust and directed by Simon Fisher, Bristol, and Dr. David Hicks, Centre for Peace Studies, Lancaster.

(7) The Sheffield seminar was organized by Sheffield LEA and involved 18 representatives of LEAs in England.

(8) Information concerning political composition was collected from the Association of County Councils, the Association for Metropolitan Boroughs, and the Convention of Scottish Local Authorities.

(9) Galtung, Johan. Violence, Peace, and Peace Research, in Journal of Peace Research, 1969, No. 3, pp. 167-192.

(10) From a question in Parliament, quoted in The Courier, Bristol, January 15th, 1983.

(11) ibid.

(12) As quoted in The Teacher, February 2nd, 1983.

(13) Daily Telegraph, September 14th, 1983.

(14) Peace and Conflict Studies: a Syllabus in Peace Studies. The Education Committee of The British Atlantic Committee. London 1983, p. 12.

(15) Times Educational Supplement, September 16th, 1983.

What he is thinking about this issue is expressed as follows:

"Mr. Greenway: Is he aware of a new subject that is creeping in under the guise of political education called 'peace studies', which is causing immense concern to parents because in some areas it is unadulterated unilateralism and pacifism? Will he do something about it?

Dr. Boyson: I share my hon Friend's belief that the vast majority of teachers are professionals who go into the classroom to teach as fairly as possible without any doctrine. At the same time, I share his concern about the growth of peace - or, rather, appeasement-studies, because that is basically what they are". (Exchange in the House of Commons, 22nd June 1982)

(16) The Council for Arms Control, Bulletin number 10, September 1983.

(17) Johan Galtung. Peace Education. Problems and Conflicts. In Education for Peace: Reflection and Action, Magnus Haavelsrud ed. (1976) IPC Science and Technology Press Ltd. London.

(18) Report to the Education Committee of the Working Party on the Development of a Curriculum for Peace Education (1982). Nottingham, p. 4 f.

(19) op. cit. p. 5. f.

(20) op. cit., p. 14.

(21) All quotations in this paragraph from a document called "Personal and Social Development of Pupils in Secondary Schools" which "was recently approved by the Education Committee and will be circulated to schools in the Authority shortly". From a letter sent to the authors by Derybshire County Council, Director of Education, June 10th, 1983.

(22) The Newcastle Schools Council Information Centre can be contacted at Pendower Hall Teachers' Centre, West Road, Newcastle upon Tyne NE15 6PP.

8. Notes on Contributors

HANNS-FRED RATHENOW (born 1943) is a professor for Social Studies at the Berlin Technical University Department of Education. Previously he taught History and Social Studies at a secondary school and lectured at a College of Higher Education (Pädagogische Hochschule Berlin). He is the author of books and articles on teaching methods in Social Studies and is currently involved in an international Peace Education project with student teachers. He was a visiting professor at the Richardson Institute from April to September 1983.

PAUL SMOKER (born 1938) is Reader in Peace and Conflict Research at Lancaster University and Director of the Richardson Institute for Conflict and Peace Research. Previously he has been a visiting professor at Northwestern Universtiy, Chicago, Michigan State University, Michigan and the University of British Columbia, Vancouver. He is the author of a number of books and articles on peace and conflict research. Currently he is working on the development of peace studies packages for use with micro computers.